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ABSTRACT

This text, like the earlier edition, is based on an interactive view of ability and disability. It differs from the previous edition in its focus on reading and writing together as integral dimensions of literacy. The interactive approach suggests that reading or writing disability may reflect the match between the learner and the conditions of the learning experience, rather than simply the deficits of the learner. The following chapters are included: (1) "Perspectives on Reading and Writing Ability"; (2) "An Interactive View of Reading and Writing"; (3) "Reading and Writing Disability and the Assessment- Instruction Process"; (4) "Getting Started with Assessment"; (5) "Instructional Settings and Resources"; (6) "Instructional Approaches and Tasks"; (7) "The Foundations of Literacy"; (8) "Informal Classroom-Based Assessment"; (9) "Structured Inventories and Assessments"; (10) "Formal Assessment"; (11) "Interactive Decision Making"; (12) "Getting Started in Instruction"; (13) "Adapting Instruction To Focus on Word Recognition and Spelling"; (14) "Adapting Instruction To Focus on Vocabulary"; (15) "Adapting Instruction To Focus on Comprehension, Composing, and Studying"; and (16) "Professional Roles and Responsibilities." Four appendixes contain a sample case report, a list of books for children and youth, resources for multicultural literature and teaching, and a list of predictable books (books with a repetitive pattern of phrase or sentence). (Contains 163 figures and an extensive bibliography.) (SLD)

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